hpM 820: Leadership Theory and Practice
Fall 2017

Course Leaders:  

Edward L. Baker MD, MPH  
Adjunct Professor  
Health Policy and Management  
UNC Gillings School of Global Public Health  
University of North Carolina at Chapel Hill  
Chapel Hill, NC  27599  
elbaker@email.unc.edu

Susan C. Helm-Murtagh, DrPH, MM  
Adjunct Assistant Professor  
Health Policy and Management  
UNC Gillings School of Global Public Health  
University of North Carolina at Chapel Hill  
Chapel Hill, NC  27599  
helmmurt@email.unc.edu

Course Overview and Objectives

Content: This introductory course will provide an overview of the theoretical framework for the practice of leadership in organizations leading to the application of theory and best practices in your leadership practice. We will also focus on specific leadership topics such as strategic leadership, systems thinking, team leadership, change management and developing others. We believe that you can learn about leadership in a course such as ours but you can only really learn leadership by practicing it.

Approach: We will combine readings from a comprehensive textbook, leader interviews, and articles from the literature with small group case study development and individual self-assessment of leadership practices and attributes. Students will provide written critiques and commentaries, which will be shared with classmates. The course will conclude with the development of a model of leadership practice by each student.

Students should note that, given the nature and objectives of this course, the experiences, perspectives and insights of their peers are valuable resources. As such, each member of the cohort will be expected to actively share knowledge and seek knowledge from other members through Forum postings, class discussions, and group work.
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CEPH Competencies</th>
</tr>
</thead>
</table>
| Understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues. | ▪ Facilitate shared decision making through negotiation and consensus building methods  
▪ Propose inter-professional team approaches to improving public health  
▪ Create a strategic plan  
▪ Create organizational change strategies  
▪ Propose human, fiscal, and other resources to achieve a strategic goal  
▪ Integrate ethics and professionalism into organizational and community settings  
▪ Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners |
| Refine your understanding of yourself and your approach to leadership, and enhance your appreciation of others and their approaches and of your ability to work effectively with them. | ▪ Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health programs  
▪ Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency |
| Understand key principles of effective leadership. | ▪ Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health programs  
▪ Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency |
| Develop a foundation your own approach to effective leadership and your long term leadership development | ▪ Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency  
▪ Propose inter-professional team approaches to improving public health  
▪ Integrate ethics and professionalism into organizational and community settings  
▪ Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency |
Description of Assignments

Reaction papers/Forum posts – These are individual assignments. You will be asked to reflect on the readings, self-assessments, case studies, interviews and other assigned materials. In some cases, you will send an email to the instructors only; in others, you will be asked to post a Forum entry on the Sakai site for other students to read and comment upon. Please note that a portion of your grade for this portion of the course will be based on the quality of your comments to other students’ posts.

See the course schedule section for the specific weekly assignments. Unless otherwise noted, assignments are to be sent electronically to Ed and Susan by midnight the Sunday before class. You will use the Sakai platform to post in the Forum and to send us email messages. Please refer to Sakai site for further information.

Case study – See detailed description and due dates below.

Class participation – Each student will be expected to add actively and meaningfully to the class discussion, reflecting an understanding and integration of the readings and assignments.

Leadership framework – This is the culminating exercise for the course. Each student will develop his or her own leadership framework. Given the highly individualized nature of the framework, the overall structure and length is discretionary. However, basic concepts that must be addressed include:

- Theoretical basis: Upon which model(s) are you building your framework? Why?
- Values: What core values will form the foundation of your framework?
- Maintenance: How will you keep your framework current?
- Stakeholder involvement: Who will you involve in the construction and maintenance of your framework?
- Self-assessment: How often and through what means will you get feedback on your performance as a leader?

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers/Forum Entries</td>
<td>10%</td>
</tr>
<tr>
<td>Case Study</td>
<td>25%</td>
</tr>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Leadership Framework</td>
<td>40%</td>
</tr>
</tbody>
</table>

H: 90 and above
P: 75 - 89
L: 60 – 74
F: Less than 60
Readings

Required Texts


*Note: Foege text should be read before Fall 2017 campus visit.*

Additional articles and interview links can be found on the Sakai site for the course.
UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.
Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each semester by DigitalMeasures. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.
REATION PAPERS/FORUM ENTRIES

Each week, 1-2 students will create a Forum entry on the Sakai site (see assignments for each class session below for subject assignments). Leader posts are due by midnight EDT/EST the Friday before the class session for which the material has been assigned. All other students should post at least one response per week to the Forum entry(ies) created by the leader(s) by midnight the Sunday EDT/EST following the leader post. Posts should be 1-2 paragraphs long, and should contribute meaningfully to the discussion.

MIDTERM PROJECT: CREATING A CASE STUDY

September 5: The cohort will divide itself into two equally sized groups to perform the case study analysis. See instructions below.

By October 9: Finish writing your case study evaluation report (3-5 pages) according to the following instructions. Send your case study report to Susan, Ed, and your fellow students.

Instructions:
1. The case studies can be found on the course Sakai site.
2. The group is a consultant to the leader and must answer the questions posed at the end of the case study. Each answer must be defended with material covered in the course.
3. Select three leadership theories or approaches and use them to analyze one or more of the issues in the case study, and to recommend action(s) the leader should take to address the issue(s).

Evaluating the case studies:
1. Does the case analysis reveal an understanding of relevant content in Northouse and other readings?
2. Are the responses to the questions and the application of leadership theories and approaches well defended?
3. Does the in-class presentation of the group’s work:
   a. Demonstrate full participation by each group member?
   b. Effectively and accurately reflect the content of the group’s case analysis?
   c. Make appropriate use of graphics and other visuals to convey the group’s points?
SCHEDULE

NOTE: Unless otherwise noted, assignments are to be sent electronically to Ed and Susan by midnight the Sunday before class. Please refer to the notes above regarding Forum posts, and refer to Sakai site for further information.

PART ONE — LEADERSHIP THEORY AND PRACTICE

8/16 — Course Launch (Baker and Helm-Murtagh)

- Introductions
- Review course outline
  - Case study
  - Expectations for the course -- both faculty and class expectations
  - Leadership Framework content, structure, and approach
- Read *House on Fire*, by William H. Foege
  - What does leadership mean to you?
  - What do good leaders do?
- Review Bill Friday interview
  - What did you learn about practicing leadership?
  - Discuss his guiding principles and best practices

08/22 — Leadership- Introduction, Traits, Skills and Style (Baker)

- Read Northouse Chapters 1-4
- View Bill Roper interview
- Read: *Vision, Strategy, Operations and Tactics* by Baker and Orton
- Written assignment: React to readings and interview:
  - What is your preferred definition of leadership? Why? Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).
  - Distinguish the practice of leadership and management Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).
  - Using the self-assessment at the end of Chapter 4, rate yourself with respect to your leadership skills or style. Send summary result to Ed and Susan by email.
- Class discussion
  - Discuss definitions of leadership
  - Discuss application of trait, skill and style approaches
  - What did you learn from Roper interview about the practice of leadership? Discuss his guiding principles and best practices.
  - Consider how you will use these insights in the development of your own leadership model
• Choose one leadership challenge that you are facing. Begin a Forum post outlining the issue(s). Students will respond to each others’ challenges with inputs and suggestions throughout the semester. This assignment is designed to create and maintain a leadership “support network” for members of the cohort, which will hopefully extend beyond this class and the DrPH program.

09/29 – Applying Leadership Traits, Skills and Style to Practice (Baker)

• Read Northouse Chapters 5-9
• View Devlin interview
• Choose one self-assessment at the end of these chapters and discuss the insights you gained about yourself in doing so. Feel free to share this exercise with someone else, if you wish. Send summary result to Ed and Susan via email.
• Class discussion- Implications for Action-Strengths and Criticisms
  o Situational approach
  o Contingency Theory
  o Path-Goal Theory
  o Leader-Member Exchange Theory
  o Transformational Leadership
  o Discuss interview - What did you learn? Discuss guiding principles and best practices
  o Consider how you will use these insights in the development of your own leadership model

09/19 – Leadership Practice and Core Attributes of Leaders (Baker)

• Read Northouse Chapters 10-13
• Read - Leadership and Management—Guiding Principles, Best Practices, and Core Attributes by Baker
• Written assignments
  o Reflect on the Baker article and post your thoughts on what most resonates with you regarding guiding principles, best practices and core attributes of leadership. Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).
  o General reflections on what you have learned so far and how you are applying your learning in “real time.” Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).
  o Complete the Team Excellence and Collaborative Team Leader questionnaire and discuss your approach to team leadership with respect to your strengths and limitations. Send summary result to Ed and Susan by email.
  o Come prepared with a question (or two) for Nicole.
• Class discussion
  o We will have a special guest, Nicole Bates, a DrPH alum (Cohort 1) and Deputy Director, Global Policy and Advocacy at the Bill and Melinda
Gates Foundation. (She is currently on assignment as a senior advisor in the Office of the Executive Director at UNICEF.) She will speak to her leadership experience and take questions from the cohort.

- Discuss Leadership and Management: **Best practices and Guiding Principles that you can apply now**
  - Focus on team leadership practices: What contributes to effective teams?
  - Consider how you will use these insights in the development of your own leadership model

**PART 2: APPLYING THEORIES TO PRACTICE**

**10/03 – Strategic Leadership (Helm-Murtagh)**

- Read Northouse Chapters 14 and 16
- Read “Global leadership success through emotional and cultural intelligences,” by Alon and Higgins
- Read *Strategic Leadership: The Essential Skills* (Schoemaker, Knupp and Howland)
- View the TEDTalk, Sheryl Sandberg: Why we have too few women leaders ([www.ted.com/talks/sheryl_sandbeg_why_we_have_too_few_women_leaders.html](http://www.ted.com/talks/sheryl_sandbeg_why_we_have_too_few_women_leaders.html))
- Written assignments
  - Complete the strategic leader assessment and discuss implications for your own leadership style and model. **Send summary result to Ed and Susan by email.**
  - Choose one topic from the readings/video and discuss its relevance to your current situation. **Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).**
- Class discussion
  - Review of readings
  - Review of case study assignment
  - Mid-Term Course Evaluation for Susan and Ed (15 minutes at end of class)

**10/10 – Students present case studies (Helm-Murtagh)**

**10/17 – Leading change/developing others (Baker)**

- Read- HBR article by Kotter on leading change (access in Sakai)
- Read Baker article, *The Evolution of a Leader* (in Sakai site)
- Review Koplan video
- Written assignment (choose one of these options:)
  a. Relate the stages of development of a leader in the Baker article by describing the most beneficial approaches to your development as a
leader. What will you be willing and able to commit to? Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).

b. Discuss the Kotter model by indicating which of the steps relate to your own experience. Share lessons learned from your own experience in change initiatives. Would using this model have helped? Leaders create individual Forum posts; each student responds to leader post (required) and other student posts (optional).

- Class discussion
  - Discuss Kotter model of leading change and application in practice
  - What did you learn from Koplan video regarding guiding principles and best practices, especially in team building and fostering trust?
  - How do you relate to your own development with respect to the stages noted in the Baker article?
  - Consider how you will use these insights in the development of your own leadership model

11/07 – Leadership framework presentations (Helm-Murtagh)

11/14 – Leadership framework presentations (Helm-Murtagh)

11/28 – Leadership framework presentations (Helm-Murtagh)

12/05 – Leadership framework presentations and evaluation of course (Baker and Helm-Murtagh)